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UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND
CULTURAL ORGANIZATION

FOREWORD

THE purpose of this *Bulletin* is to draw attention to experiments and projects in fundamental education which seem to offer fresh lines of attack on old problems. The articles we print are necessarily short and they may omit the supporting detail that an educator will want if he is to plan similar work elsewhere. The *Bulletin* only serves to introduce. If a reader wishes for more specific information – that is, an answer to specific questions – he should write to Unesco. When the Clearing House itself lacks data, the queries can be forwarded to the people on the spot; in general, they are very willing to help.

After such articles, and a few relating to Unesco's activities, the difficult problem remains of providing a guide to the literature on and the materials used in fundamental education. At present no adequate answer can be found. As a start, the Clearing House is bringing out a second publication, *Abstracts and Bibliography*. It is printed by offset, and goes out each month as a record of the material that reaches Unesco. Training centres and libraries, educational officials and other field workers should find the *Abstracts* a useful means for following up the literature relevant to any special field.

The *Bulletin*, then, will not attempt any thorough review or bibliographical service. The final article, 'Notes and Records', will be devoted to correspondence, to news items of importance, and to notices of other journals which cover the same field as the *Bulletin*. Teaching materials such as textbooks, manuals, films, are usually well known in the area for which they have been prepared. We shall therefore not cite single examples; but instead, taking an entire series or set, give a critical review for readers in other areas. In this form, a review will take the shape of an article rather than of a notice.

EL-MANAYEL VILLAGE RECONSTRUCTION EXPERIMENT

by Dr. AHMED HUSSEIN
Director of the Experiment

By the end of 1948, the Egyptian Association for Social Studies completed its ninth year of the first experiment in village reconstruction which started at El-Manayel in October 1939.

The Association held a General Assembly in the early part of that year, when one of the members proposed that the Association should undertake a village experiment, and the matter was referred to the Council for study. The Council appointed a sub-committee to plan a project. The original plan was to conduct an experiment in village reconstruction in one village, but soon after the creation of the Ministry of Social Affairs, in August 1939, the Minister (who was likewise a member of the Association) asked the Council to push forward with the experiment in co-operation with the Ministry, and to extend it to two villages of different types.

The Committee decided to undertake what might be called a long-term experiment in the social reconstruction of two villages, of which El-Manayel, a small village hitherto lacking practically all forms of service, was one. The purpose was to discover through careful observation, study and experimentation the best possible techniques for raising the standard of living in the Egyptian village; and this experiment in social policy was to be conducted along scientific lines based on the principles of hygiene, economics, sociology, social psychology and philanthropy. One fundamental assumption which the experiment was designed to test was that any genuine change for the better must be brought about through the desire and voluntary co-operation of the villagers themselves, and if the desire did not exist, then an effort must be made to create it. Nothing was to be enforced.

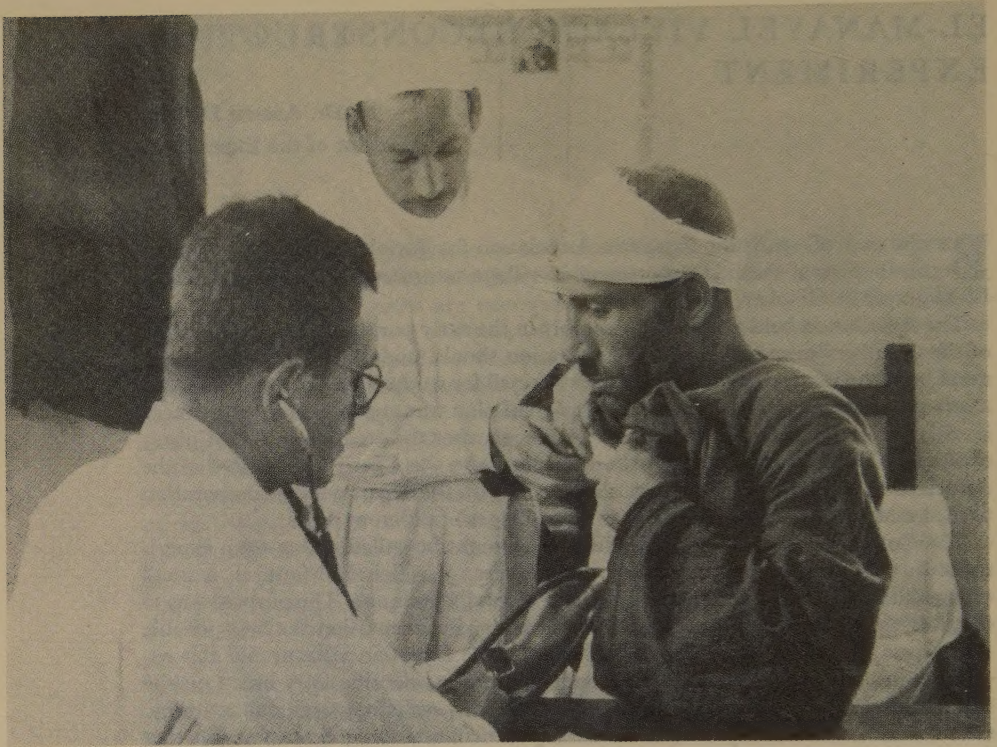
The first stage of the work was the social survey. It entailed a social investigation of every family, together with a comprehensive medical examination of every individual. Careful data were compiled on all matters pertaining to the living conditions of the families in the village, as well as the resources available for improvement. The investigators recorded their observations on schedule cards.

While this survey was proceeding, there were certain activities which could be carried out to the advantage of the people. A child welfare centre was started and mothers and children were helped very considerably. The social centre began with meetings for discussion and entertainment. The radio set proved useful in the field of both entertainment and education. As the visiting nurse and the social worker lived in the village itself, they were able to adjust their own hours of work to the opportunities which conditions offered for meeting the people. Their permanent residence in the village enabled them to establish close friendly relations with the villagers, to win their confidence and to get them more and more interested in the work carried out in their village.

As time went on, things slowly and steadily took shape, and the services are now rendered by three interdependent and mutually supporting centres, namely:

The *Social Work Centre* consisting of a meeting-hall equipped with a radio and a small rural library, all in the charge of a social worker who is a graduate of the Cairo School of Social Work.

A well-equipped *Maternity and Child Welfare Centre* operated by a qualified midwife health visitor assisted by the original village midwives and other village girls who, having been through a course of nursing and midwifery, will replace the old-fashioned village midwives in the future.



The village doctor undertook the full medical examination of every villager.

A *Mobile Health Unit* for the treatment of endemic diseases. The physician of this unit makes the comprehensive medical examination.

There is perfect co-operation between the three centres. Their joint aim is to raise the hygienic, economic, social and cultural standards of the villagers.

In the matter of fundamental education, a plan was considered to introduce at El-Manayel a special type of rural school which would train the children according to local needs and so fit them to become productive citizens of their own village as well as happy members of Egyptian society. A special committee including several educational experts, members of the Egyptian branch of the New Education Fellowship, was set up to plan the curriculum and other activities of this school. Further details about this point will be given later.

All of the projects are planned and carried out by locally-constituted committees. They give a variety of services, which for clarity can be classified as health, economic, social and cultural.

HEALTH SERVICES

It is customary for the social worker and health visitor to make daily tours of the village roads to ensure their being kept clean. The health visitor also has the responsibility for inspecting the dwellings, a practice which has resulted in almost complete elimination of dung and rubbish heaps which used to block the roadways. In this work the visitors receive support from the Health and Cleanliness Committees.

Groups of school boys and girls were formed at El-Manayel to keep watch over the cleanliness of the houses and paths. They receive badges to distinguish them and also as an encouragement. Good results were achieved. The owner of the cleanest house is rewarded by having his house whitewashed free of charge.

A number of water pumps were installed to provide drinking water. The efforts of the social worker have been very successful in convincing the people to use the clean water only. As a result, these pumps have become so popular that when one of them was out of order and the Association refrained from paying for the repair, the villagers raised the necessary money and, in addition, asked for the installation of another pump, the entire cost of which they bore themselves. They have also contributed a respectable sum toward the installation of a small water system.

The villagers give valuable assistance in the filling in of ponds of stagnant water and putting the land to public use. El-Manayel has got rid of all such ponds at small cost to the Association and the Government because the labour of the villagers and their animals was offered free.

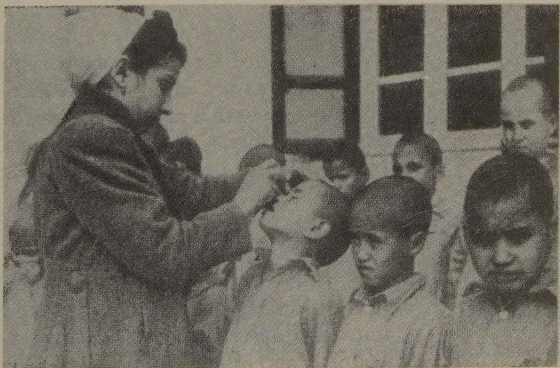
As the Mobile Health Unit was removed from the village five years later, a doctor from the nearest village now comes to El-Manayel three times a week to deal with the medically severe cases which are beyond the scope of the health visitor.

The comprehensive medical examination of the villagers was completed in January 1945. A second examination and treatment for endemic diseases has also been completed with a view to estimating the percentage of recurrence, and the possible elimination of these diseases from the village.

The health visitor at the school: a cleanliness parade.



Eye-drops are an essential step to the elimination of disease.





Social Centres help the villagers to solve their problems by themselves in a true democratic spirit. Here is one of the Social Centre Committees discussing matters with the Social Worker.

Attendance at the maternity and child welfare centre is increasing, and at present the majority of cases of child-birth (about 90 per cent) take place there. Women and children go frequently for medical services, or to learn embroidery and needlework, or for social gatherings. On the other hand, the health visitor makes frequent visits to pregnant women in their homes to give them pre-natal care and guidance.

The Centre provides free meals for newly-confined mothers for one week and gives them and their infants adequate clothing. This has encouraged the use of the centre for delivery. The centre is used for many things other than child-birth. Last year, about 10,000 cases received attention at the out-patient clinic. About 40 per cent of these come from neighbouring villages. All of the babies received the diphtheria toxin-antitoxins. Blood analyses were made, gynaecological ailments were given attention, children were circumcised, vaccinations against small-pox and injections against typhoid fever were administered.

The Health Visitor pays three visits weekly to the village school to supervise cleanliness, control diet, conduct periodical examinations and give talks on hygiene. She isolates sick children and sends them to the doctor for treatment.

A simple bath with a number of showers has been provided and is open daily for mothers and infants, girls and boys, special days being assigned for each group. The centre supplies free towels and soap as well as hot water.

ECONOMIC SERVICES

Progress in the economic field has been effected through the co-operative society, which the villagers of El-Manayel formed of their own free will, as well as through the individual efforts of the social worker. The co-operative is now working very satisfactorily and renders numerous services: it procures and distributes seed of good

quality, helps to purchase and distribute the necessary supplies for the village, such as popular cloth, paraffin, sugar, salt, and other articles which the fellahin have previously found great difficulty in buying, and then only at exorbitant prices.

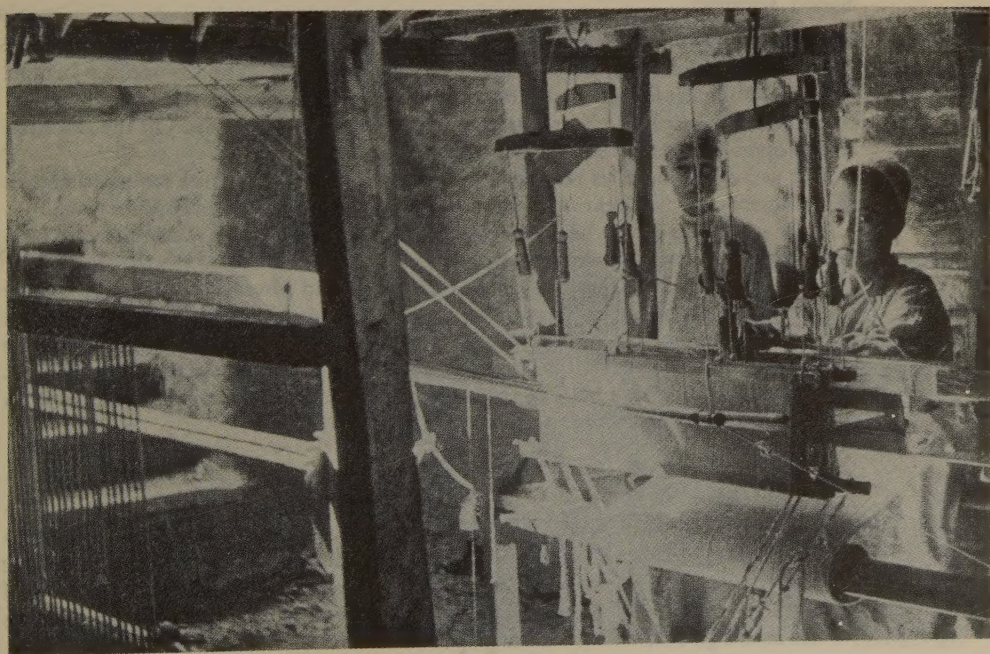
Efforts have been made to raise the income of the villagers through the improvement of local industries and the teaching of home industries which can be undertaken during leisure hours. Boys are taught to use looms, and once trained, they are loaned sufficient money to purchase looms and raw materials, which they refund in instalments. Three boys who were trained in the factory established by the Charity Committee have set up businesses of their own. One family bought for its own use a spindle for flax and wool after seeing the simplicity and practicability of the model spindle set up in a neighbouring Centre.

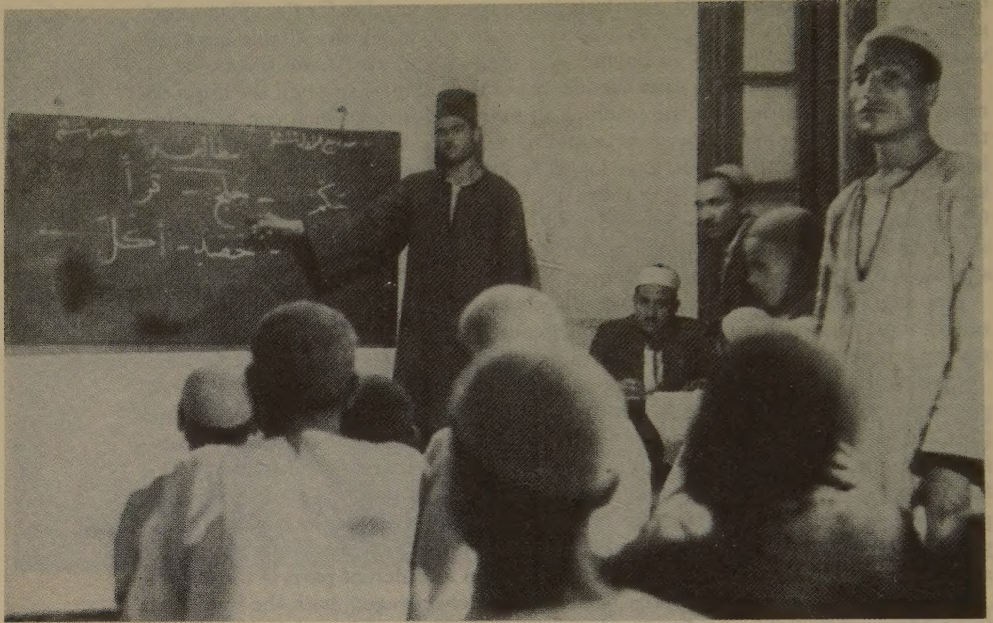
Needlework and knitting groups of village girls have been formed and they have taught these arts to the girls in most of the homes. The articles produced are reported to find a good market in the village and its vicinity.

Modern bee-hives have been introduced, and the methods of collecting and preparing honey have been improved so that honey is now sold at a higher price than previously with no increase in the cost of production. The peasants are also encouraged to employ new methods of cultivation: The great demand from El-Manayel for fresh supplies of selected chickens indicates the success of the efforts made to improve poultry breeding. To encourage the breeding of silk-worms, the Social Centre supplies mulberry trees and distributes them through the help of the Ministry of Agriculture free of charge to the villagers, to be planted in different parts of the village.

The cultivation of vegetables has been specially encouraged, with the result that in El-Manayel 65 feddans (about 27 hectares, or 67½ acres) have been given over to this purpose. It is hoped that the production of vegetables will both improve nutrition and raise the farmers' income.

Locally collected charity funds used for introducing and encouraging home industries among low-income families: weaving.





Illiteracy combated at evening classes conducted by Social Centres. A group of villagers beyond school age being taught the three 'R's.

SOCIAL SERVICES

The Charity Committee supervises the distribution of donations to the poor. Cloth, meat, sweets, wheat and shrouds are given free of charge. The Committee bought carpet and blanket looms, repaired mosque taps and pumps, and made a substantial contribution towards the installation of a water system and baths. On the last item the co-operative society shared the expense, donating £ E. 44.

The weaving industries proved to be generally prosperous. Five thousand metres of cloth produced in a year at El-Manayel helped to ease the clothing shortage.

On several occasions it has been possible for the Conciliation Committee to help settle disputes between families.

Increasing emphasis has been placed on sports and physical training. A trainer has been appointed at El-Manayel to instruct the youth of the village in various games. This has increased the village's sport activities. Three teams and a club have already been formed. As with all other activities, games are copied by other villages. Volley-ball matches are held between the village team and outside teams, and in school festivals sports have now a very important role.

CULTURAL SERVICES

The El-Manayel Rural School was the first experiment of its kind in Egypt. It follows the full-day plan, combining attendance in classrooms with learning domestic industries and agriculture in the school workshops and garden. Hygienic, social and economic aspects of the pupils' lives have received such attention that favourable results in the general conditions of pupils have already been achieved.

Manual education, which constitutes half the curriculum, now includes farming, poultry breeding, sericulture; the making of jam and sweet drinks; the making of bamboo and palm-tree furniture; cloth-weaving and carpet-making; as well as sewing, knitting and dress-making.

Parents are no longer reluctant to send their children to the school regularly. Trips are organized for the children to visit different places in Cairo, such as mosques, the Egyptian Museum, the aquarium, the zoo, and so on. Participation in these trips or in the games organized by the social worker inside and outside the school, as well as modest prizes, have helped in persuading the children to keep clean and attend school regularly.

The school is supported by the Provincial Council and administered by the Association. In December 1944 the Ministry of Education approved that a balanced midday-meal should be supplied free to the pupils. The beneficial effects of this feeding have begun to show themselves with an increase in the children's weight of between 500 grams and 1 kilo a month.

An evening adult class was started in December 1944 for combating illiteracy. Those attending are taught to read and write by one of the school teachers who uses a quick, modern method developed by the school supervisor.

The village rural library is beginning to draw the interest of the villagers.

We have pleasure in saying that El-Manayel is not new to Unesco. Dr. Huxley and Mr. Bowers, during a short stay in Egypt on different occasions, paid it a visit and both of them expressed their appreciation of the work carried on there.

It is to be noted, in conclusion, that this experiment is but an example of a nation-wide scheme carried out by the Government and that Rural Welfare Centres are now to be seen in various parts of the country. By the end of this year, 111 such Social Centres will be operating, each serving about 10,000 people. Comprehensive social, hygienic, economic and cultural services will thus be rendered to about one million and a quarter of the rural population.

Cairo

November 1948.

Sports for boys in the rural school.



THE CARD SYSTEM OF TEACHING IN CHINA

THE previous issue of the *Bulletin* contained an article from Wusih College in Kiangsu, which briefly mentioned the card system of teaching. A more detailed account of the method is given here, based upon studies made on the spot by Mr. Hugh Hubbard, Unesco's field consultant in fundamental education.

The Chinese system of ideographic writing presents many difficulties to the illiterate learner. Since each character represents an object or action or concept, without relation to the phonetic value of the spoken word, a considerable strain is imposed on the memory. Several attempts have been made to simplify the learning of Chinese, notably by the use of the national phonetic symbols as extra aids. For practical purposes, however, the learner still has to face a large number of ideographs, and the task of the educator is to ease the learning burden as much as he can. Although most other countries have a rather different problem – namely to teach reading and writing through an alphabet – the Chinese experiment contains features worthy of study, especially in the emphasis on activity and on total learning.

The card method of teaching was invented by Mr. Lee Lien-Fang of Hupeh after many years of study and experimentation. It was tried out in many parts of the country, but never widely adopted because it conflicts so strongly with established practices. In fact, the card method revolutionizes the traditional teaching which is based on passive learning, standardized subject-matter, use of textbooks, grading by classes, and fixed school and class environments. It breaks down these limitations and provides instead a free, independent and motivated learning method capable of developing the pupils' individuality.

At the Wusih College, Professor S. C. Lu, a former student of Mr. Lee Lien-Fang, has greatly modified the system to suit both children and adults. To describe the work in full, we shall start with the primary school and then examine the use of the method in mass education.

THE PRIMARY SCHOOL

Picture a class of twenty little tots, bundled in their Chinese winter clothing, each on his little bamboo seat, in a circle around the blackboard. No desks, no textbooks. All eyes are on one of their number, who is placing a painted wooden slab on a narrow shelf under the blackboard. He reads the sentence written in large characters on the slab. 'Right or wrong?' he asks. 'Right,' the class shouts in a single voice.

A little girl jumps up from the opposite side of the room and walks quickly to the front, placing a shorter slab directly under the first on a second shelf. She stands well to one side, reads it and asks the class, 'Right or wrong?'. 'Right,' comes again the prompt reply.

The first slab was a question, 'Where did we see the boat?' The second slab had the right answer, 'On the river'. The questions and answers were all about a walk the students had taken together the day before. The characters were chosen from the 500 'basic characters' the pupils are to learn during the first four semesters, and each one is accompanied by its phonetic symbol.

This is what the Chinese call *Living Education*, with materials taken from nature and the society around the pupil. The process of learning is all activity, and the spirit of competition and play is used to the maximum. The students are divided into competitive groups and everyone is alert to shout down an opponent with 'Wrong'.



A set of four cards which illustrate the phrase 'to study'. The phrase is printed on the left of each card, and one character is singled out in turn. The four characters mean respectively, 'read books learn words'. Notice phonetic symbols in small type.

The sentences, phrases and words used are based on previous talks or trips, and relate to certain broad themes: My body, My home, My school, My village, Songs, Stories, Festivals, Seasons, Happenings.

Equipment is very simple. It consists of thirty varnished white slabs of wood (or tin), about twelve inches long, four wide, half an inch thick, on which sentences can be written for the day and erased later; thirty more slabs half the length of the large ones; about 1000 cards for single characters or parts and for phonetic symbols; boxes of cards which give the characters for the pupils' names and for orders; and last, a table on which the teacher arranges shelves so that the cards may be displayed to the whole class.

The teacher's work starts with planning the lesson either by trips in the neighbourhood or by talks; discussion is steered so as to bring out the ideas and the sentences, phrases and words desired; and with this material the teacher writes on the slabs the characters for the next day's games. During the lesson the teacher says as little as possible, even to the extent of calling on the pupils by holding up a 'name card'. I have seen a class period in which the teacher never uttered a word. This seemed extreme, but it typified the emphasis on the activity of the pupils in place of the old system in which the teacher lectured for the whole period.

A great variety of games are devised: question and answer; using phrase cards to find their duplicate in the sentence; matching words; putting together parts of characters; matching phonetic symbols and characters, and so on.

From reading and writing, the pupils are taken on to arithmetic cards, geography, history, and general science. For example, in geography the map of China is pasted on cardboard, the provinces cut out along their boundaries, and the main facts to be taught written on the back. Games consist of fitting the provinces together, or having one pupil hold up a card and ask questions based on the information supplied.

The card system is used entirely for the first semester, during which the aim is the mastery of the phonetic symbols and some 500 characters, embodied in many phrases and sentences. This is called the period of Literacy Education. The second

semester prepares the students for studying alone and teaches them the use of dictionaries (based on the phonetics), introduces them to simple texts, and teaches them to write and make simple notes. This is called the period of Preparation for Studying Alone. Then follows the third period, from the second school year on, when the pupil is able to handle reading materials and the dictionary as required. This is called the period of Self-Education.

The College of Education has carried out comparative tests in its practice primary school, setting the old methods of passive education against the new card system. Mr. Lu Hsuan-chin, who is in charge of this experiment, claims that, by the card method, the characters are learnt twice as fast, that after the first year, reading and studying by oneself are speeded up by 50 to 75 per cent, and that *the four years of lower primary school can be covered in at most three years*, and by bright pupils in two and one-half years. If these claims can be substantiated in further tests here and elsewhere, a revolution in the teaching methods of elementary schools is possible throughout China.

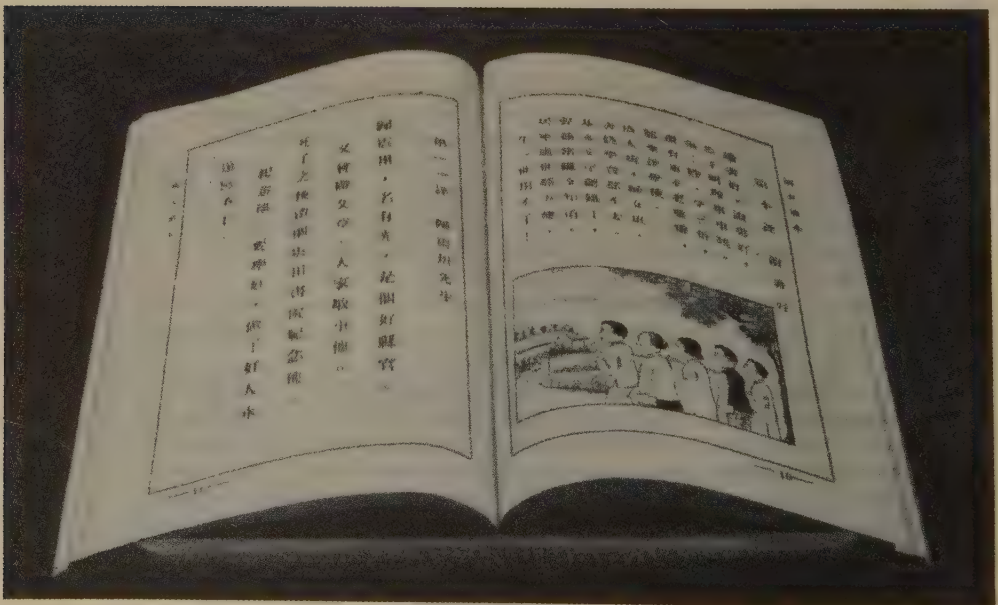
EXPERIMENTS IN MASS EDUCATION

The Wusih College has also applied the card method to adult teaching. While modifications are introduced, the principles remain the same and the practice of sending cards to the home brings with it a strong link between school and community.

The procedure may be divided into three periods or steps:

(a) the period of literacy education. The cards represent a set of patternized activities which assist the learning of ideographs in word, phrase or sentence form.

A follow-up reader, one of the large number issued by Wusih College to adults who have reached the stage of self-education. This is lesson 10 and it describes the different adults who come to mass education classes.



Drill exercises are designed for group activity. It is generally found that children learn more than 500 characters in four and a half months, and adults, 800 in two months, quite enough to proceed to the second stage.

(b) the period of preparatory self-learning. The aim here is to help the students to learn the national phonetic symbols, use dictionaries, read simple texts, and to write and make simple notes. With these abilities, a pupil can learn independently by himself. A complete set of teaching materials and methods has been developed for this second period. Children complete it in four and a half months, adults in two.

(c) the period of self-education. The purpose of teaching by cards in this period is to facilitate self-learning. More than 200 books are carefully selected for the children or adults to read. For each book a learning-directory card is prepared to help the learner to study the book. Besides this, there are prepared sets of geography cards, history cards, general science cards, and so on, to help the pupils to learn these subjects by themselves.

The arithmetic cards start with drills, in a definite order, and then go on to general themes – My body, My family, My school and My village – which provide the content for number work. The procedure in the case of science teaching is still under experimentation.

SENDING CARDS TO THE HOME

The great majority of the farmers and their wives have no time to attend regular classes in a part-time school, so the cards are taken to the homes by students and even by school-children. This method is valuable since it allows for individual variations in interest or ability on the part of the learner; and it also brings the young teachers into close touch with the people.

The procedure followed at Wusih consists of clearly-defined stages which combine other aspects of fundamental education with the literacy stages outlined above.

(a) Preparation. A survey is made of the neighbouring illiterates, and volunteer learners are sought out. The students making the survey also pay attention to social conditions other than illiteracy, such as home life, occupations and so on. With this data the necessary teaching materials are prepared. Finally, the staff divide up, each teacher taking an assignment of ten homes.

(b) Preliminary teaching. The teacher goes to the learner's home armed with one to ten sets of cards, each set containing four to six cards and a number of word squares. The teacher hangs each card on the corresponding object and gives the squares to the learner. Whenever he has time, the learner studies his square and identifies the characters by referring to the cards and objects. During these visits the teacher talks with members of the family, giving them instruction in general health and other topics. At the beginning the teacher visits the family daily to change the material which has been learnt.

(c) Extension of the work. In order to increase the range of the teaching, school children are trained to write cards and squares and to take them to the homes. At this stage the regular teachers continue to visit homes at least once a week and exercise general supervision.

(d) Teaching sentences at home. As soon as the learner knows 300 to 500 words he is helped to read sentences on the cards.

(e) Advanced teaching. This is graded in difficulty. When the learner has mastered some 500 written sentences, he is taught to write, to read phonetic symbols, to use a dictionary and finally to read books. The booklets are prepared at the College and deal with the broad subjects of interest to a rural community.

The individual learners who have read thirty books are formed into a committee to issue a regular wall-newspaper; and this organization is developed into a local improvement society to take part in constructional activities.



*Project in Applied Economics
280 Madison Avenue
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To the Editor:

SINCE the work being done in the United States by the Project in Applied Economics is so similar to Unesco's fundamental education program it may be of interest to describe some of the problems encountered and the techniques developed in dealing with them.

Under a grant from the Alfred P. Sloan Foundation, Inc., the Project in Applied Economics was started in 1939 with three basic questions. Are American schools effectively teaching their children and their communities how to live better in an economic sense? Is such teaching a responsibility of the schools? And if so, how can improvement be obtained? Preliminary investigation clearly showed the answer to the first question to be 'No', and the answer to the second 'Yes'. The answer to the third was 'Let's find out.'

A few homely but typical examples will illustrate the situation as it was discovered to be. In a rural New England district where it was found that the average family had but \$ 90 a year to spend on all their clothes, the children were in the habit of drying their shoes under the hot schoolroom stove. The shoes, a major item of clothing in that cold climate, did not last very long under this frequent scorching. During the science period the teacher went into some detail about the hibernation of bears and the fact that China is often devastated by floods. Although the proper

care of the children's shoes could have been made at least equally scientific, this subject, so close to the children's needs, was never mentioned. The reason it was never mentioned was that it did not occur to the teacher that there was any connection between 'science' and the care of clothing.

At a school in the mountains of Kentucky the children were beginning to lose their teeth because of a chronic lack of calcium in their diet. They were shown pretty colored pictures of European children including a Dutch girl tending her milk goat. But they did not learn that they themselves badly needed milk, or that it was entirely possible for them also to have milk goats to supply the milk they lacked.

A Georgia farmer lived in a small and rather dilapidated house. Several times the house had caught fire. One day he was visited by some representatives of the Project in Applied Economics. During the conversation it developed that when cold weather came in the fall he built a big fire in the stove. Sparks flew up the chimney and fell on the roof, dry as tinder from the long hot summer. Not infrequently the roof caught fire.

He was asked if he had heard of the chimney spark screen designed by the nearby agricultural college to prevent just such fires. 'No,' he said, 'never heard of it. Somehow or other, me and the college never seem to get together.'

These examples indicate the nature of the problem. In teaching the three R's, teachers must learn to relate with more realism the methods they use to the needs of the children in their own environment and communities. Means must be found to awaken public recognition of needs and a public desire to satisfy them. Better communication must be established between the source of information – school and college – and the point where the information is needed – home and community.

At the outset, the Project enlisted the aid of the Universities of Vermont, Kentucky and Florida. Each of the universities selected two groups of schools, a control group where Project methods were not introduced and an experimental group where they were introduced. In addition the communities served by both groups of schools were surveyed so that a comparison a few years later would act as a measure of results. The University of Vermont concentrated on clothing, the University of Kentucky on food and the University of Florida on housing.

By the use of sufficient funds it would have been easy, at this point, to transform at least some of the experimental schools into model institutions from the point of view of the Project. This, however, was not the purpose. The purpose was first of all to encourage schools to want to teach practical methods of raising the level of living. Then, on the basis of a co-operative study of the local realities, it would be possible to help them find ways of using their own resources, human and material, for the achievement of educational projects suited to their own needs. It is the difference

Project activities – Vermont. Elementary school boys repairing shoes under direction of teacher.





Project activities – Florida. Growing strawberries in a barrel.

between being told to do what is good for you and being given a helping hand to achieve what you yourself desire to accomplish.

It was soon discovered that there was a critical lack of instructional material. School textbooks must be sold in very large quantities to reduce costs and since the same book is commonly distributed throughout the country the subject matter is apt to be treated from the point of view of general application. But regions differ in climate, customs, natural resources and needs. The Sloan Foundation therefore subsidized the creation of school readers suited to the localities and regions of the schools using them. These readers, for the most part, are written and illustrated by local teachers, and they are always checked for accuracy by appropriate university experts. They are written for grades one through twelve and up to now more than one hundred different titles have been published on the subjects of food, clothing, shelter and health. Sold at cost, twenty-five or thirty cents on an average, the income from one booklet is applied to the publication of a following booklet.

In 1942 the Project in Applied Economics came under the sponsorship of the American Association of Colleges for Teacher Education. This was a logical and necessary step because if teachers were to be informed about the Project, their training institutions provided the best medium. The Sloan Foundation continued its financial support and made additional grants to enable officials of the Association to visit the three universities and the experimental schools.

Some of the teachers' colleges thereupon began to participate actively in the Project. In 1945 a Field Consultant was employed whose duty is to visit participating schools and teachers' colleges, and other schools which express an interest, in order to share the experience of the Project as a whole. Participating in the Project at the present time, in addition to the three original universities, are nine teachers' colleges

Project activities – Kentucky. – A ‘three-way’ school. Grade 3. Feeding the chickens.



and many schools located in the eastern, mid-western and southern portions of the United States.

Since all doubts as to the educational value of the Project had been removed it seemed desirable to inform as many educators as possible about the program. For this purpose a bulletin, *Applied Economics for Better Living*, was started. In simple language and with many photographs it tells what is being done in applied economics in schools all over the country. It is sent free to teachers, school administrators and staff members of teachers' colleges in the United States, to Unesco and the Ministries of Education of forty-six countries. If any readers of this communication would like to receive *Applied Economics*, we will be glad to send it to them. Simply write to the address above.

Unfortunately it is not possible to be scientifically precise about the success of the Project in the different localities where it was tried out. Much of the development of the Project occurred in wartime when there were great shifts in population and changes in income.

In Florida, for example, a housing survey of the control and experimental groups was made in 1940 and again in 1947. During this period there was an abnormal turnover in teachers. None of the schools kept the same principal throughout and in one high school 26 out of the 38 teachers taught only one year. This meant that in too many cases the Project had to start with a fresh teacher each year, a circumstance which made the importance of continuity in teaching very clear indeed.

Project activities – Kentucky. Third grade boys prepare a seed-bed in the school cold-frame.



Nevertheless, the 1947 survey showed a considerable improvement of the experimental group over the control group. And from the school in Vermont where the girls learn sewing well enough to make their own clothes, right down through the country to the school in Texas where the boys learn farming methods by (among other things) using the school tractor to run contour terraces for neighbouring farmers, the Project is helping boys and girls and their families to use their own resources for their own betterment.

But helping people to help themselves is not always enough. Communities are frequently unaware of needs even though such needs may be serious. A teachers' college in North Dakota made a survey which disclosed that 45 per cent of the children in the district had a poor diet. For the last several years the average farmer in the area had had an annual income of approximately \$ 8000, so the poor diet obviously had nothing to do with poverty. It was due entirely to lack of knowledge. When the community was sufficiently informed about the situation it was not difficult to create a school-college-community council which changed the curriculum in the direction of more information about diet and instituted a hot lunch program for the children in the schools.

This approach to education – co-operation between teachers' college, school and community, to fit the curriculum to real and actual, rather than merely traditional needs – is beginning to spread. Responsibility for the growing interest in this type of education is attributable in large measure to the influence of the Project. Moreover those who have had experience with Project methods feel confident that the techniques which have been developed would apply not only in the United States but, with such changes as local circumstances may require, in other countries in need of fundamental education.

Richmond Page, Editor

Applied Economics for Better Living



Project activities – New Hampshire. School boys laying a cement walk in front of their school.

UNESCO'S PROGRAMME IN FUNDAMENTAL EDUCATION FOR 1949

THE General Conference of Unesco, at its Third Session in November 1948 in Beirut, voted the programme and budget which the Secretariat will carry into practice during 1949.

One part of this programme deals with fundamental education. It begins with a recommendation to Member States 'that they provide fundamental education for all their people . . . including the establishment as soon as possible of universal free and compulsory primary education, and also education for adults'.

It continues with an undertaking that 'Unesco will help Member States which desire aid in campaigns for fundamental education, giving priority to less developed regions and to under-privileged groups within industrialized countries'.

Finally the programme gives to the Director-General and his staff detailed instructions on the activities they should undertake – the practical steps, in terms of staff and budget, which lead to the general aim quoted above. Although the decisions of a conference naturally appear as isolated items, the purpose of this short commentary is to show how they interlock to form a working programme. The words of the Conference are placed in italics.

THE CLEARING HOUSE

To carry out clearing-house functions in fundamental education, and to collect and distribute information . . .

The Clearing House is a focal point for the rest of the programme. The information collected consists partly of documents and reports which describe fundamental education projects, and partly of selected teaching materials from these projects – textbooks, manuals, visual aids. But this collecting is not a routine activity, an end in itself. The information is brought together to serve the specific needs of field workers in fundamental education in Unesco's Member States. To find the best methods of dissemination is therefore all important. Some of these are obvious: publications such as this *Bulletin*, and the answering of individual enquiries. Other methods will appear below.

Naturally, the Clearing House can never be all-inclusive. It can, however, become a centre for the exchange of information which it does not itself possess by building up lists of specialists and institutions actively engaged in fundamental education. The Conference requires Unesco to *enlist the services of a panel of experts in fundamental education*; important questions raised by Member States are referred to such authorities, who can give advice by correspondence or occasionally by personal visits and consultation.

ASSOCIATED PROJECTS AND AGENCIES

To develop a system of associated projects and agencies, by which important activities in fundamental education in various parts of the world are linked through the Clearing House.

This idea is a natural extension of clearing-house work. Within the Member States there are a number of enterprises which have special importance, both nationally and internationally. Some of these are projects – defined in a geographical sense – and others are agencies for research or educational service which deal intensively with one particular aspect of fundamental education. It is of interest to Unesco's Clearing House to keep in close and continuous touch with activities of this nature.

There must be, however, two sides to an 'association', a give and take. When a project in one of Unesco's Member States is associated to Unesco's Clearing House the responsible authorities undertake to keep Unesco regularly supplied with new information and materials from the project and to appoint a member of their local staff for this purpose. In return Unesco puts at the disposal of the project the services of technical information available through the Clearing House. When the Clearing House is asked for advice, a great deal of specialized attention must go into the reply; a selection of relevant documents and materials must be collected and outside experts may also be invited to help. These services do not, of course, place upon Unesco any direct responsibility for the success or failure of the project, which must remain with the national and local agencies responsible for its development.

Next come the more active programme items. Valuable in themselves, they acquire full meaning only when regarded as part of the general clearing-house function described above.

REGIONAL STUDY CONFERENCES

To arrange at the request of Member States for regional study conferences to consider problems of fundamental education in Member States.

Last year Unesco's Department of Education gained valuable experience in organizing international seminars. Lasting about six weeks, these working conferences each brought together fifty or sixty people to discuss common problems and to pool their experience.

Two seminars planned for 1949 will deal with fundamental education. The first, meeting in Brazil, will be concerned with literacy campaigns; the second, in India, is to study adult rural education in health, agriculture and small industries, and literacy.

For both seminars Unesco's fundamental education staff are preparing documents and materials which will enable the students to examine critically the work done in other regions than their own. And correspondingly, the work done at the seminars – research and synthesis – should provide fresh Clearing House material of interest to educators elsewhere.

As reports and enquiries come into the Clearing House from specialists and field workers, from associated projects and seminars, they will reveal problems whose solution demands further research based upon international experience. The two possible forms that this may take are covered by the next two programme items.

PILOT PROJETS

To co-operate with Member States which seek assistance in the establishment or operation of pilot projects . . .

Unesco conceives pilot projects as centres for concentrated experimentation in new methods and materials; and hence, of more than national importance. Administrative and financial responsibility for the development of these projects belongs primarily to the Member States in whose territory they are carried out, but Unesco gives whatever practical help it can. Experts are brought in from outside, either as full-time field workers or as temporary consultants to deal with some particular problem, and Unesco tries to increase the limited support available from its own budget by seeking assistance from foundations or other agencies which may be interested in fundamental education.

Of the three pilot projects planned up to now, two (in China and Nyasaland) have come up against serious difficulties. The third, in Haiti, after a year of considerable difficulty, has now passed the survey and planning stage (in which a United Nations Mission of Technical Assistance to Haiti gave valuable service),

and interesting results are being shown which will increase as work goes ahead in 1949. The record of the first stage of this project will be published shortly by the Clearing House.

MATERIALS AND RESEARCH

To promote or carry out research and to prepare sample material for use in pilot and associated projects.

Pilot projects may be regarded as experiments in integration, where all possible agencies and methods are used in a limited area. But experiments with educational materials are also needed, and the projects most closely connected to Unesco offer suitable sites for this research. Three of the schemes which are now under way or planned for 1949 may be mentioned.

In West China, Unesco is co-operating with the Mass Education Movement in an audio-visual aid experiment. A wide range of teaching materials for use with illiterate adults is being prepared on the single topic, 'The Healthy Village'. The experiment should result in useful comparative data about these teaching aids – methods of preparation, costs, use and efficacy.

Literacy teaching has made great progress in many parts of the world, but generally in a haphazard fashion. A Unesco experiment linked to the pilot project in Haiti will prepare, in a standardized Creole orthography, a set of literacy materials and follow-up reading matter.

Finally, Unesco has arranged with Science Service, an institution in the U.S.A., to carry out an experiment in the preparation of 'science kits' – portable sets of equipment which enable rural teachers to teach science realistically in spite of the lack of laboratories. The Viani Associated Project in Colombia is to be used as a testing-ground for this experiment.

CO-OPERATION WITH BODIES OUTSIDE UNESCO

To co-operate with the appropriate organs of the United Nations and Specialized Agencies and other bodies interested in aspects of fundamental education.

Unesco's concept of fundamental education is a broad one – what might be termed the educational arm of economic and social development. Hence Unesco's programme must be closely related to the work of the Department of Economic and Social Affairs of the U.N., and to that of the other Specialized Agencies, especially the Food and Agricultural Organization and the World Health Organization. A practical means of co-operation lies in the work of general Missions which advise Member States and help to plan all-round programmes for development. Such a case was the U.N. Mission of Technical Assistance to Haiti, on which all these agencies were represented, and in whose report the development of fundamental education and the pilot project in particular had a significant place.

One general remark may serve to conclude this short review of Unesco's fundamental education programme. The General Conference defines what activities are to be carried out, with what budget and what staff. But the success of the programme does not rest entirely with the Director-General and his staff. If Unesco's rôle in fundamental education is to bring advice and assistance to field workers all over the world, then two things are required of these field workers themselves: to share with Unesco any significant facts about their own work, and to make known to the Clearing House the problems which Unesco may help them to solve.

John Bowers

Unesco

BIBLIOGRAPHICAL SERVICES TO WORKERS IN FUNDAMENTAL EDUCATION

DURING 1948 the Libraries Division of Unesco has been trying to improve bibliographical services for fundamental education workers. This article is an attempt to give a picture of the problem and what we are doing.

What indeed is the use of bibliography? What must be done to make bibliography more useful? And, first of all what is bibliography? In few tasks today can a worker rely solely on his own intelligence or his own experience. Always someone before him has done something, written something or said something relevant to his problem and without knowledge of what has been done by these others he may be forced to waste months or years making studies that have already been made, making mistakes which could be avoided if he only had knowledge of other peoples' successes and failures. The task of bibliography is simply to bring all this past published experience of the world efficiently – which means completely and rapidly – to the attention of any worker, by the preparation and distribution of indexes, annotated lists or abstracts of all types of published information. A bibliography is a link between the reader and the libraries and booksellers from whom he can get what he wants.

All this is clearly work for Unesco.

As a first stage, in a survey covering all aspects of bibliographical service in all fields, we are attempting to analyse realistically the needs of the very wide range of workers in fundamental education whose activities extend from survey and theoretical studies in social, ethnographic and economic conditions, teaching method and so on to the day-to-day practical work of teaching literacy, developing rural industry, education in social hygiene, etc.

In 1948 in co-operation with the U.S. Library of Congress an intensive critical survey was made of the sources of information for fundamental education, the results of which have now been published in a mimeographed volume of 125 pages. The survey examined the availability of general bibliographies and the extent to which they covered fundamental education material, and then in turn examined the availability of bibliographies in special groups of publications such as periodicals, government publications, etc. It ended with five pages of valuable recommendations for Unesco action and a list of some 2000 publications in the Library of Congress on education for literacy in undeveloped rural areas. This was only a preliminary excursion but already it has demonstrated some things of great interest which point sharply to future activity.

Mrs. K. Oliver Murra, the author of the report, had at her disposal perhaps the finest library in the world, the Library of Congress. She was also something that few active workers in the field can be – a thoroughly experienced bibliographer – and yet she reports herself as appalled by the immense difficulties of selecting material. To choose the 2000 references she had to read 28,000 cards in the Library of Congress catalogues, scattered under 110 different headings. 'No wonder,' she adds, 'that the hard pressed teacher or researcher despairs and is inclined to avoid the labour required to use present tools and accept the inaccurate impression that material in this field does not exist.'

Yet even with the Library of Congress at her disposal, and time and specialist abilities to make a thorough search, it is evident that vast gaps exist in the references that Mrs. Murra has been able to select. This means that a research worker, seeking material in, even, the Library of Congress is likely to be faced with a task too

big for him to tackle without more time and more experience than he possibly possesses, and even when he has tackled the job he may still find that he has only covered a fraction of the world's knowledge.

There is no short answer. Unesco has a big job in front of it to clear the ground and to bring together the experience both from the library and bibliographical world and from the 'consumers', so as to carry discussion beyond surveys and theory into a realm where actual improvements can be achieved which will get home to the worker in the field. Put at its lowest, efficient bibliography can save the fundamental education worker much time and many mistakes; put at its highest, bibliography by laying open, critically and selectively, the accumulated thought and recorded experience of the past can be a positively creative influence in the development of spiritual and social welfare.

Edward Carter

Unesco

MASS MEDIA
IN
FUNDAMENTAL
EDUCATION

A rubric supplied by
Unesco's Department
of Mass Communications

FILM THEMES FOR AUDIENCES
IN COLONIAL AREAS

(This is a précis of an address given recently to a meeting of the International Committee of the Scientific Film Association in London. The speaker was Dr. K. L. Little, Lecturer in Social Anthropology at the London School of Economics. The Scientific Film Association, in co-operation with British Documentary, has now established a permanent committee for the study of the Film in Mass Education and Colonial Development, and for the collection and distribution of information on this subject: for details see the note on page 27.)

Dr. Little said he was going to limit himself to examining the general sociological implications of film as applied to colonial audiences, relating his points particularly to the areas of West Africa – the Protectorate of Sierra Leone and the Gambia – with which he was most familiar. In the first place, while it was customary to assume that the film has an influence on society, on customs, and on morals, his own impression was that, scientifically, very little was really known about this matter. Working with familiar, established stereotypes and with ideas which are already current, films imprinted them more strongly on the popular mind and therefore strengthened existing social attitudes. But whereas the cinema in Europe

and America had reached such a stage of development that it contained a strong element of 'cultism' (as exemplified in the adoration of popular 'stars'), this was not yet the case in Africa and other tropical territories.

In colonial areas, it was necessary to conceive of film on the two distinct but inter-related planes of entertainment and of education. In either case, the function of film was to make African or other indigenous peoples socially conscious of themselves in a changing world. As a result of the extraordinarily rapid changes now taking place in African society, there were many individuals in an insecure 'marginal' position: with one foot in African society and the other in that of the Western world. There was thus a constant conflict entailing great difficulty of personal adjustment. 'Here is one important function of the film,' continued Dr. Little. 'It should be a means of assisting people to adjust themselves to their changing environment and society. But to accomplish this, the film must present material and lines of action in a meaningful context. It will be most effective if it is designed in terms of the characteristics of the indigenous culture. For example, the film could be used as a story-telling medium, a type of medium which is familiar to African culture, and one which traditionally is one of the main forms of instruction and entertainment. Application of this story-telling method will help to attain successful results, particularly if the narrative technique used starts from a background of familiar events and happenings. Such a technique will enable new ideas to be introduced into a context which is already known and understood.

'To make films for Africans it is vital, as far as possible, to think in terms of African culture, to understand and, if possible, to use African symbolism. To my mind the basic need for the effective production of films for Africa is that film-makers undergo a thorough anthropological training and should study deeply the African culture, particularly from the angle of linguistics and formal symbolism. Failing that ideal preparation for film-making for Africa, might I suggest a number of themes, a number of lines of action which are likely to be effective, to attract Africans, and which could be exploited in the production of films?

'The first is litigation and court procedure. This should provide the kind of dramatic situation which would be generally understood and immediately significant to any audience.

'Secondly, films with traditional scenes and events are likely to be successful. In every African community the sense of history, of tradition, is very strong. Particularly among the illiterate people there is a very intense sense of continuity with the past, which largely takes the form of stories about the deeds of predecessors and forbears – stories which are absolutely lifelike and vivid to the audience.

'Films with simple themes, the jealous wife, the thief, bargaining at market, etc., would be equally meaningful. One must remember that one is dealing with folk-forms which are indigenous as well as innately dramatic. A parallel may be found in the Irish plays of Lady Gregory. This applies to the rural areas: in the urbanized districts, films of a more sophisticated type will be necessary.

'Another form which might well be used is that of the return of the ex-servicemen, which could be used for description of life abroad. It is not uncommon in Africa to see ex-servicemen in a marketplace or on the verandah of a friend's house recounting tales of their adventures and describing the sights they have seen overseas.

'With regard to the more specifically educational film, some suggestions are as follows:

Films could usefully be made showing the wide ramifications of the native production of cash crops, like cocoa, as part of world economy. This might take the form of a narrative of the whole process of production, exchange in trade, followed by the processing and preparation of the manufactured product, its distribution, and consumption in a European home. Films could deal similarly with the manufactured goods for which native products are exchanged, such as cloth, cotton goods,

and so on. Such a type of film might help to introduce a sense of belonging to a world community and so break down the state of affairs in which many people barely move beyond the village horizon, both geographically and psychologically.'

Dr. Little summed up his main points as follows:

1. For rural Africa a non-sophisticated technique of film-making is necessary. Any symbolism employed must be indigenous to the culture of the people concerned.
2. To be successful, the cinema should fill the place of an institution – like that of a story-teller – with which the people are familiar.
3. A narrative sequence should give the best results.
4. Production should be in the vernacular for specific purposes.
5. It is desirable that Africans should participate at all levels in the film, particularly those who have a knowledge of and pride in their own culture.
6. The use of the folk idiom is necessary, wherever possible.
7. Film-makers should remember that music can be very important, especially drumming, because of its symbolical as well as its entertainment value.
8. Satirical themes acted by Africans are likely to be successful.

Nanking Audio-Visual Centre. A group of four frames from the filmstrip *Wu Hsueh*. The Nanking Audio-Visual Centre has produced a wide range of filmstrips for fundamental education; some, like this, are based on paintings instead of on photography of natural scenes. It is hoped to give some account of the Nanking Audio-Visual Centre's experimental work in the near future.



NOTES AND RECORDS

OVERSEA EDUCATION. January 1949. Published for the Secretary of State for the Colonies by H. M. S. O., London. Quarterly, 1s. net.

As its main article this issue contains a study by J. A. Cottrell on the work of 'educational building teams' in Northern Rhodesia. The experiment started eight years ago, and its results show an interesting approach to fundamental education through technical training. In one province the lack of school buildings and the absence of technical training for builders seriously hampered the growth of village education. The experiment began with a single team of artisans (brickmakers, masons, carpenters, thatchers) under an education officer and a qualified instructor. The team travelled about, building and equipping new schools. At each fresh centre learners were trained 'on the job' – young local peasants or village craftsmen – many of whom continued with training until they set up permanently as artisans. The team thus achieved two purposes: it provided schools (over 300 buildings were put up in the first five years) and it gave basic training for artisans. The third objective – fundamental education in the widest sense – was also kept in mind. The activity of the building team stirred up a lively interest among the people and brought about a strong link between the community and the school. The interest spread in other directions also (local government and medical service) but the author does not deal in detail with these. He remarks, however, on a general improvement in house-building, an important factor in leading the people to settle in stable village communities and to abandon shifting agriculture.

The need for basic technical training is a most pressing one in fundamental education. The Northern Rhodesian experiment suggests one line of attack – building rural schools by means of a training team. This seems like a more intensive effort on a narrower front than that embraced by the Mexican Cultural Missions. However, many other educational experiments are being carried out in Northern Rhodesia – the literacy campaign, the Literature Bureau, the work of religious Missions and of government departments – and it would be interesting to know how these various agencies co-ordinate their work and take advantage of the opportunities provided by the educational building teams.

STUDY ABROAD: International handbook on fellowships, scholarships, educational exchange.

Vol. I. 1948. Paris: Unesco, 1948. 224 pp. Unesco Sales Agents: \$ 1. 5/-. 300 frs.

This work is a classified summary of the opportunities (for 1948-49) which exist at present for all types of qualified individuals to study in countries other than their own. Unesco's Department of Exchange of Persons has compiled the information by sending questionnaires to all Member States and other countries; and the handbook is published as a guide both to prospective candidates and to possible donors. Supplements are already in preparation to cover any fresh facts which are reported.

The handbook covers the full range of scholarships and fellowships – the majority which have a national origin, and those more recent which are awarded or sponsored by Unesco and other United Nations agencies. Main entries are listed under countries, while a cross-referring index relates the same information to subject-

fields. As the first attempt to collate data of this nature, the handbook should prove a valuable reference book in universities and training institutions.

Volume II, reporting fellowships available for 1949-50, will appear in the autumn.

REGIONAL SEMINAR ON LITERACY: BRAZIL

The methods and problems of literacy campaigns will be studied by a Regional Seminar sponsored jointly by the Brazilian Government, Unesco and the Organization of American States. The Member States of the O. A. S. will be invited to send between 50 and 60 delegates to this seminar which will meet in the Rural University of Brazil, near Rio de Janeiro, between 25 July and 2 September of this year. The seminar will not be a conference or convention but a working party divided into five specialized groups along the lines of the successful regional seminar held last year at Caracas, Venezuela. Each government is expected to appoint only delegates who are now leaders of literacy campaigns or who are committed to direct the organizational or technical phases of future literacy campaigns.

EDUCATION FOR THE CONSERVATION OF NATURAL RESOURCES

The United Nations plans to hold in August 1949 a scientific conference on the Conservation and Utilization of Natural Resources – to cover such items as the soil, agricultural products, water, forests, wild-life, fish and marine resources, fuel, minerals. The conference will devote part of its time to education: how can educational methods be used both to bring about a better use of natural resources and to avoid their destruction. The discussion will be based on reports submitted by Unesco.

In preparation for the conference, Unesco is collecting accounts of educational programmes directed towards conservation; descriptions of the work done and examples of the teaching aids used. The Clearing House would welcome any information on this subject which might be sent in. When the conference is over, the documents will be made available to a wider public and should provide valuable source material for fundamental education.

COLONIAL FILM COMMITTEE

With the purpose of studying all problems relating to the film in Mass Education and in Colonial Development generally, a Colonial Film Committee has been established by the International Committee of the Scientific Film Association of Great Britain, acting in co-operation with British Documentary. The Committee hopes to become broadly representative of people and organizations concerned in the production and use of films and in colonial educational and development work, special emphasis being placed on enlisting the co-operation of students from abroad who are studying in Great Britain. The series of lectures and discussion meetings held in the summer and autumn of 1948 is to be continued at regular intervals, supplemented by an increasing number of related research topics; and it is hoped that the Committee will soon be able to function as a national clearing house for information and advice about the production and use of films in colonial, tropical, and under-developed areas. The Committee will welcome offers of co-operation from people with knowledge about the problems of such areas, and it particularly wants to establish a network of overseas correspondents prepared to supply progress reports on what is happening in the film field in their territories.

Correspondence for the Committee should be directed to H. G. A. Hughes (Secretary of the S. F. A. International Committee and Acting-Secretary of the Colonial Film Committee) c/o Scientific Film Association, 34 Soho Square, London, W.1.

Unesco's Department of Mass Communications has engaged Film Centre Ltd., of London, to make a survey of the use of mobile cinemas in fundamental education. When completed, the report will be published.

Film Centre has issued a questionnaire to likely informants; it covers all technical points that relate to vans, projectors, films and audiences. Any fundamental education specialist with experience in this field which may help the enquiry forward is asked to communicate directly with the Director-General of Research, Film Centre, 34 Soho Street, London, W. 1.

CONTRIBUTORS TO THIS ISSUE

Dr. Ahmed Hussein: a well-known Egyptian social educator, now working in the Ministry of Social Affairs, Cairo.

Mr. Richmond Page: Editor of the bulletin *Applied Economics for Better Living*, at the address given in his letter. The purpose of the bulletin is to help co-ordinate various parts of the Sloan Project, and to give it wider publicity.

For permission to reproduce photographs we are indebted to:

Fellah Bureau, Ministry of Social Affairs, Cairo

– photos on pages 4 to 9.

Editor, *Applied Economics for Better Living*, New York

– photos on pages 15 to 18.

Professor Swen, Nanking Audio-Visual Centre

– photo on page 25.